

## Houghton Mifflin Pupil Edition (nonconsumable)

Houghton Mifflin Company

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Edition - first

Grade Level	P3 - 2nd Grade
Readability Level	2.50 Spache readability
Course / Content	
List Price:	49
Wholesale Price	36.75

*The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.*

Content	<p>Houghton Mifflin English <math>\pi</math>2006 is a complete grammar and writing program for grades K-6. The program teaches students the processes, strategies, and skills they need to listen, speak, and write for clear and effective communication. Grammar, Usage, and Mechanics units include all parts of speech appropriate to each grade level.</p> <p>Grammar lessons consistently open with a One-Minute Warm-Up exercise, and they feature direct instruction supported by charts and graphic aids whenever possible. Try It Out guided practice exercises are also available on CD. On Your Own independent practice contains traditional numbered exercises and, more importantly, provides Proofreading practice in the paragraph format frequently found on standardized tests. Each grammar lesson concludes with a quick Writing Wrap-Up activity. Revising Strategies and Sentence Fluency lessons appear throughout each grammar unit. Enrichment lessons, Check-Up, Test Practice, and Extra Practice pages complete each unit.</p> <p>Each Writing Unit introduces published models and student models for students to read and respond to as writers. Student rubrics and graphic organizers are integral to the 5-step writing process. Individual composition skills, such as plot, setting, elaborating reasons, topic sentences, openings and closings are integrated with process steps. Based on recent research on effective writing, all 6 + 1 Traits (ideas, organization, voice, word choice, sentence fluency, conventions, and presentation) are taught in the writing units. Communication Links teach related listening, speaking, and viewing skills to close each writing unit.</p> <p>Houghton Mifflin English <math>\pi</math>2006 truly integrates the language arts. Practice in grammar units always includes revising and proofreading. Writing units always include grammar and spelling connections. Each grade level book concludes with a comprehensive Student Handbook with a Guide to Capitalization and Punctuation, Building Vocabulary, Spelling Guide, Research and Study Strategies, Thesaurus Plus, and Glossary of Language Arts Terms.</p>
Student Experiences	<p>With each writing unit, students read and discuss models for each type of writing (also on CD), create graphic organizers, draft original essays ranging from personal narratives to persuasion, and revise and proofread drafts to complete a portfolio piece of writing. Students also practice grammar and usage with paragraph-length proofreading activities and interactive Web-based activities at Education Place: <a href="http://www.eduplace.com">www.eduplace.com</a>. Communication activities include panel discussions, conducting a debate, and distinguishing fact and opinion.</p>
Assessment	<p>Houghton Mifflin English provides end-of-unit Grammar and Writing Assessments on blackline masters, and customized unit tests are available electronically with the Test Generator CD-ROM. Writing assessments in the Student Book feature scoring rubrics for each type of writing, and unit review test practice is highlighted on at the end of each unit. Additional scoring rubrics,</p>

benchmark papers, and analytic scoring guides are in the specialized Support for Writing Tests Booklet (4-point rubric version).

**Organization**

Kindergarten teacher-led instruction is delivered through the Teacher's Edition, Poster Book pages, BLM activities, Literature, and CDs. In Grades 1 and 2, the Student Book has alternating writing and grammar units. Grade 1 is a consumable book. Grade 2 is published in content-compatible consumable and non-consumable versions.

Student Books for Grades 3-6 are non-consumable and are organized as handbooks. Each grade level opens with a Getting Started unit highlighting all steps in the writing process. Part 1, color-coded blue, contains Grammar, Usage and Mechanics units. End-of-unit assessment includes mixed review and cumulative tests. Units in Part 2, color-coded green, teach writing, listening, speaking, and viewing skills. End-of-unit writing assessment, reflecting instruction within each unit, provides writing prompts with step-by-step plans to write an essay. Special Focus writing activities include forms of writing from letters and applications to poetry. Communication Links, such as viewing media, participating in panel discussions, and recognizing propaganda techniques, incorporate listening, speaking, and viewing skills. Part 3 Tools and Tips is the final handbook section, color-coded red.

The Teacher's Edition, Overhead Transparencies and Blacklines, Students Acquiring English Blacklines, CDs, and Teacher's Resource Book help teachers successfully instruct all students. Workbook Plus, Reteaching Workbook, Leveled Practice CD, and activities at [www.eduplace.com](http://www.eduplace.com) supply students with meaningful practice exercises for every unit. Writing and Grammar Tests, Support for Writing Tests, and the Test Generator CD accommodate teachers' testing preferences.

**Resource Materials**

Please see gratis items.

**Gratis Items to be provided and under what conditions**

Upon the purchase of the Poster Book and Trade Books for Kindergarten and a classroom set of HOUGHTON MIFFLIN ENGLISH Pupil Editions for Grades 1-6 Houghton Mifflin will provide the following materials at no charge for the first year of the adoption, upon

**Available Ancillary Materials**

Activity Masters, Kindergarten \$ 99.00  
Power Proofreading (15-CD Multipack), – 2001 Grades 3-6 \$ 156.00  
Test Generator, Grades 1-6 – 2001 \$ 99.00

**Research Data and Evidence of Effectiveness**

*Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.*

**Research Available**

YES - provide information below

Houghton Mifflin Company has been committed to developing programs based on scientific research since well before No Child Left Behind. In order to ensure that all of our programs reflect the most current research available, the company relies on the collective knowledge and expertise of noted scholars and educators as well as numerous research studies from various sources. In addition to the authoritative academic research that forms the base of our programs, the company has conducted primary research in order to document the effectiveness of each program. Two case studies (summarized below) have shown Houghton Mifflin English to be effective in improving student achievement.

Student Performance on the TCAP Writing Assessment in Eight Tennessee School Districts Using Houghton Mifflin English examines student performance on the TCAP writing assessment over a five-year period (from 1997 to 2002) for fourth- and seventh-grade students in eight Tennessee districts using Houghton Mifflin English. Findings show that after implementing the Houghton Mifflin program in the 1997-1998 school year and in the years following implementation, the eight districts saw considerable gains in student test performance that helped close the achievement gap between their students

and students statewide.

The analysis of Houston Independent School District's student performance on the TAAS writing assessment after one year of using Houghton Mifflin English looks at the change in student performance on the TAAS writing assessment after the implementation of the Houghton Mifflin program compared to the change in performance statewide for the same time period (2001 to 2002). Results show that after using Houghton Mifflin English for one year, HISD schools saw an increase in the number of students passing the writing portion of the TAAS at the tested grade levels 4 and 8. The study also found that gains among selected HISD schools with disproportionate minority and economically disadvantaged enrollments were greater than those experienced by either the district or the state overall.

#### Student Performance on the TCAP Writing Assessment in Eight Tennessee School Districts Using Houghton Mifflin English

Following the implementation of Houghton Mifflin English in the 1997-1998 school year, gains in the percent of fourth grade students performing at or above the competent level on the TCAP Writing Assessment, Tennessee's state assessment, ranged from 11 to 32 points, with three districts exceeding and two districts approaching the state's gain of 18 points.

¶ The number of the districts having 50% or more of their fourth graders scoring competent or better on the TCAP Writing Assessment went from none in 1997, the year prior to the implementation of Houghton Mifflin English, to all by 1999, two years after the implementation of the Houghton Mifflin program.

¶ The number of these districts having 70% or more of their seventh graders scoring competent or better on the TCAP Writing Assessment went from one in 1998, one year after the implementation of Houghton Mifflin English, to seven by 2002, four years later.

¶ When cohorts of students using Houghton Mifflin English are tracked longitudinally from grade 4 (1998) to grade 7 (2001), the gains in the percent performing at or above the competent level range from 10 to 61, with four districts seeing gains greater than the state's gain of 25 points.

#### Houston Independent School District's Student Performance on the TAAS Writing Assessment after One Year of Using Houghton Mifflin English

Following the implementation of the Houghton Mifflin English program in the 2001-2002 school year, student performance on the writing portion of the TAAS, Texas's state assessment, increased.

¶ Gains in the percent passing the TAAS writing test at grade 4 in selected HISD schools with disproportionate at-risk populations ranged 19 to 37 points compared to the state's and district's gains of 1 point.

¶ Gains in the percent passing the TAAS writing test at grade 8 in selected HISD schools with disproportionate at-risk populations ranged 10 to 17 points compared to the district's 3 point gain and the state's 1 point loss.

In addition, 19 teacher reviewers in 17 states evaluated prepublication pages for grade level appropriate content.

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#### Overall Strength and/or Weaknesses

**Disclaimer:** Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State

Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations:

### Summary Form

I.	Technology Component Summary	1.000.00
	The ELL has a listening CD to help the ESL students. The Test Generator CD and Lesson Planner and Teacher's Resource CD were not available to review.	
II.	Reading Content Summary	1.7
	Early emergent readers have access to the Spelling/sound cards that give mnemonic clues to letter sounds. Spelling and Vocabulary words are presented at each developmental phase of literacy. Students are given a base word then other forms of that word a In the early grades there are limited read alouds in the text.	
III.	Writing Content Summary	1.33
	Students are reminded to proofread their work and are given daily proofreading practices. Student's prompts include the skills they are working on in that particular unit. Challenge words are also present and the students are encouraged to use them as w The use of oral language, media, and technology for presentation is limited.	
IV.	Grammar and Spelling Content Summary	1.62
	According to the teacher's editions: "Research on developmental stages of literacy forms the basis of Houghton Mifflin Spelling and Vocabulary." A table displays what students need to explore at each developmental phase of literacy. ncluded in the back There are some limited practices for the students to evaluate their own spelling.	
V.	Listening /Speaking / Observing Content Summary	
VI.	Inquiry Content Summary	
VII.	Technology Content Summary	
	Students have access to the website: <a href="http://www.eduplace.com">www.eduplace.com</a> They can play word games or access the Power Proofreading section. Other technology resources are limited.	
VIII.	Audience: Teacher Materials Content Summary	1.20
	Differentiated instruction is included within each unit and skills pages that are for below level, on level, and above level are also available along with ELL assistance. The use of online resources is limited.	
IX.	Audience : Student Materials Content Summary	1.00
	Students are given opportunities weekly to write in various forms and are encouraged to use the spelling a vocabulary words that have been or are being presented. The books are designed to follow what students need to explore at each developmental phase The Real World Vocabulary section in the second and third grade texts integrate other content areas but leave out first grade.	
X.	Format Content Summary	1.43
	The text includes: a spelling dictionary, spelling-meaning index, writer's words, and thesaurus. Diversity is present but limited. Many of the pictures are illustrated and not real world. There are a limited number of disabilities as well as age.	
XI.	Ancillary Materials Content Summary	1.00
	The second and third grade texts have a real world connection using the vocabulary that is presented. The teacher's materials offers suggestions and strategies on teaching the lessons. There are also differentiated instruction plans. Direct references to learning styles, intelligences or interests were limited. The integration of software is indicated but is limited.	

## **READING CONTENT**

Early emergent readers have access to the Spelling/sound cards that give mnemonic clues to letter sounds. Spelling and Vocabulary words are presented at each developmental phase of literacy.

Students are given opportunities to read the spelling words in isolation and in context. The emergent reader is given level appropriate sentences.

Students are given a base word then other forms of that word are also presented (i.e. bake, baker, bakery, baked). They then can relate the words within their knowledge base.

Phonemic awareness is presented daily within the student text by using the spelling strategies and phonetic skills being taught in the unit.

Students are given spelling and vocabulary strategies to assist them in learning the words presented.

The spelling/vocabulary words that are being taught are not only in isolation but also in context.

Students are learning the words in isolation and in context. Comprehension is part of the skills being taught.

Spelling and vocabulary words are presented in many ways so that students may develop their fluency.

The teacher's materials include differentiated instruction strategies along with addressing the students below level, on level, or above level.

A variety of assessment forms are available including a Test Generator CD-ROM, Blackline Masters, and Lesson Planner and Teacher's Resource CD-ROM.

These materials were reviewed as a K-3 set.

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## **WRITING CONTENT**

Students are given the opportunity to write in various modes in each unit. They are given a piece to proofread and then a prompt for them to write in that form.

Prompts are given to the student along with suggestions on what avenue to take in their writing.

Students are given suggestions on what to write along with the writing process model.

Suggestions are given to the students to use the spelling words and a variety of sentence forms. They are also reminded to proofread their work.

Student's prompts include the skills they are working on in that particular unit. Challenge words are also present and the students are encouraged to use them as well as their other spelling words.

Students are reminded to proofread their work and are given daily proofreading practices.

The writing process model is present at the site of the writing assignment along with a strategy section in the front of the student text.

Student editions include a writing resources section that assists them with usage and mechanics strategies.

Proofreading is a daily skill.

Each unit contains an exercise in writing that includes real world situations.

Students are given opportunities daily to practice the skills being taught.

The students have many opportunities to use the written language but are limited on the oral and media technology (other than the website [www.eduplace.com/kids](http://www.eduplace.com/kids)) areas.

## **GRAMMAR AND SPELLING**

Included in the back of the student book is a Writer's Resources section. This section gives rules for capitalization, punctuation end marks, apostrophes, and commas.

Students are given the opportunity to write a designated piece to practice spelling and vocabulary skills as well as some grammar.

Students are given opportunities to proofread a piece and then use the skills to write letters, lists, stories, essays, etc.

The clue words in the writing process are given to remind the students the steps they must take to write the designated piece.

Various models are provided for the students to proofread and then to write a short piece.

According to the teacher's editions: "Research on developmental stages of literacy forms the basis of Houghton Mifflin Spelling and Vocabulary." A table displays what students need to explore at each developmental phase of literacy.

Differentiated instruction suggestions are evident in each weekly unit along with a separate English Language Support Booklet and Audio CD. Real world vocabulary and passages are used throughout the book.

The list words in K-2 are presented in either ball and stick or continuous stroke writing styles depending upon the book selected. The third grade book has either ball and stick and cursive or continuous stroke and cursive depending upon the book selected. Students are given a variety of ways to learn the spelling words both in isolation and in context. When in contextual use they are often presented in another content area such as Social Studies. Included in the back of the student book is a Writer's Resources section. This section gives rules for capitalization, punctuation end marks, apostrophes, and commas. The text presents comparisons, patterns, relationships between words and meanings, and other strategies to assist the student in learning the words. Students are given daily opportunities to proofread sentences that contain misspelled words. There are some limited practices for the student's to evaluate their own spelling. The student books contain a spelling-meaning index, a thesaurus, and a spelling dictionary. A website [www.eduplace.com/kids/sv](http://www.eduplace.com/kids/sv) has Power Proofreading students can access to assist them with editing skills. These materials were reviewed as a K-3 set.

## **LISTENING / SPEAKING / OBSERVING INQUIRY TECHNOLOGY CONTENT**

Students have access to the website: [www.eduplace.com](http://www.eduplace.com) They can play word games or access the Power Proofreading section. These materials were reviewed as a K-3 set.

### **AUDIENCE: TEACHER MATERIALS**

Differentiated instruction is included within each unit and skills pages that are for below level, on level, and above level are also available along with ELL assistance. Teachers are given the opportunity to use a variety of assessments. The suggestions for using technology other than the teacher's resource CD and the Test Generator CD are limited. The use of other resources include practice pages and differentiated instruction plans. The read aloud that is evident would be the proofreading selection and the Real World vocabulary section. The Spelling/Vocabulary words are also presented in Real World vocabulary spelling word link. The use of the ancillary resources include the below level, on level, and above level pages. The professional readings and resources were not evident. Differentiated learning plans are included daily. Refers to the student's pages as to the strategies needed for writing. The teacher may go online at [www.eduplace.com](http://www.eduplace.com) Snapshots of student pages are included in the teacher's edition on coordinated pages. Suggestions and strategies are around the border of the snapshots. These materials were reviewed as a K-3 set.

### **AUDIENCE: STUDENT MATERIALS**

Spelling and vocabulary fill in the blank, matching, proofreading, and writing are a few of strategies used to teach comprehension skills. The Real World Vocabulary section in the second and third grade texts integrate other content areas. A Handwriting Model is located in the back of the student texts. However, handwriting practice is included in the first grade books. The books are designed to follow what students need to explore at each developmental phase of literacy. Students are given opportunities weekly to write in various forms and are encouraged to use the spelling and vocabulary words that have been or are being presented. Students are given prompts and other varieties of writing assignments weekly using the spelling and vocabulary words presented. These materials were reviewed as a K-3 set.

## **FORMAT**

A scope and sequence section for that grade level is included at the back of the teacher's edition.  
Models are present in the proofreading section weekly.  
Diversity is present but limited. Many of the pictures are illustrated and not real world. There are a limited number of disabilities as well as age.  
The format is age appropriate in type, length, spacing, and layout.  
The softcover books may deteriorate over the continued use throughout the year. However, the pages seem thick and sturdy. The hardcover editions should withstand continual use.  
The text includes: a spelling dictionary, spelling-meaning index, writer's words, and thesaurus.  
These materials were reviewed as a K-3 set.

### **ANCILLARY MATERIALS**

Additional resources are at the point of need along with snapshots of the student pages. The integration of software is indicated but is limited.  
These materials also present differentiated instruction plans. However, direct reference to learning styles, intelligences or interests were limited.  
The accommodations for students with Limited English Proficiency is in the ELL booklet also. Strategies for assisting below level students are also given but not specifically for special needs students.  
The second and third grade texts have a real world connection using the vocabulary that is presented. The teacher's materials offers suggestions and strategies on teaching the lessons. There are also differentiated instruction plans.  
Visiting the website [www.eduplace.com](http://www.eduplace.com) offers some resources.  
Students may access the website [www.eduplace.com/kids](http://www.eduplace.com/kids) for word games.  
These materials were reviewed as a K-3 set.